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ABSTRACT

Not only is India one of the oldest continuous civilizations in the world, it has also become one of the greatest industrial nations. This package explores India's heritage, its people, and the traumatic changes of the 20th century. Contents include: Introduction, Climate, The Land, Cities, Agriculture, Rural Life, History, Religions, Dress, Food, Language, Education, Health, Industry, The Arts, Crafts, Suggested Further Readings, Suggestions for the Teacher, and Slide-Tape Script. (BZ)

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TEACHER OVERVIEW

In studying this text we hope students will come to appreciate India as a rich culture with an important heritage. The units have been designed to illustrate some of the challenges which India -- as a developing country -- faces in its effort to meet the needs of its people in a constantly changing culture.

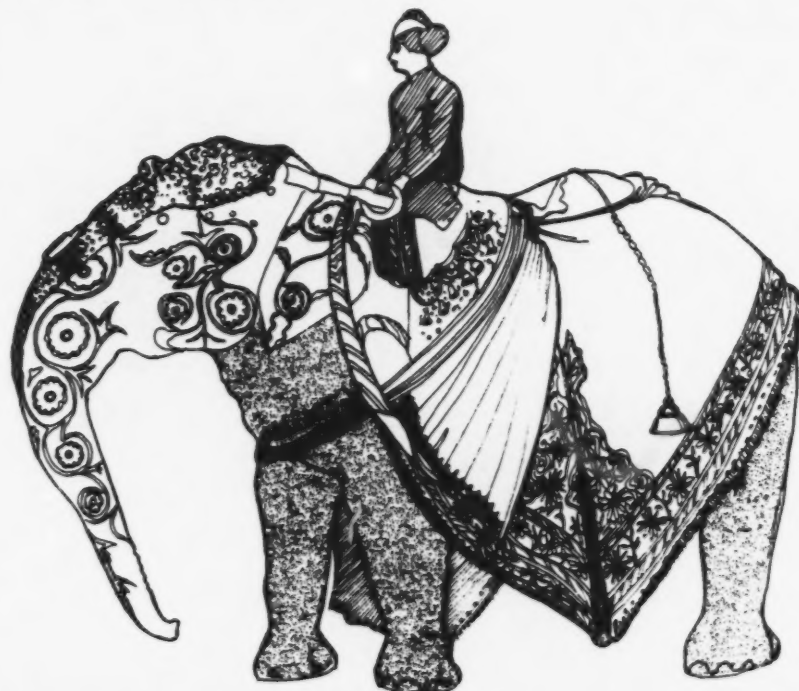
The India text contains three sections -- each a different colour.

1. The Text is divided into units according to subject areas as The Land, Cities, History, etc.. These units can be duplicated and handed out to the class, used for teacher reference, or made into transparencies and shown on an overhead projector. The text covers a wide variety of topics which give the teacher the opportunity to choose which areas they would like to focus on.
2. Suggestions for the Teacher is a section which consists of a series of questions, discussion topics, activities, quizzes and research projects. These correspond directly to the textual material. The teachers can choose what they want to use from the variety of suggestions or use the ideas to adapt to their own methods.
3. The Slide-Tape Script can be used on its own to add to the teacher's knowledge of the country or it can be used in conjunction with the slide-tape, which is sold separately. If the slide-tape is being used we recommend showing the slides first without playing the tape to help the students learn to "read" the photographs. The teacher can use the script to guide the students through the pictures to prepare them for the whole slide-tape presentation.

WHY STUDY INDIA?

Some of you may think of India as a romantic land of rich maharajas (princes) riding elephants and going on tiger hunts. Others think of India as a depressing country of beggars and poverty. Actually, the majority of Indians are neither maharajas nor beggars. Though the average income of Indians is very low, money will buy a great deal more in India than in North America. In North America it usually costs \$5.00 to go to a movie (\$2.50 for kids), in India it's 15-60 cents.

But standard of living doesn't tell the whole story. What is also important is India's heritage and her place as a nation in the modern world.



In the past maharajahs decorated their elephants to take part in battles, tiger hunts or ceremonial processions. This elephant which is about three metres high and weighs three tons is dressed up to celebrate Republic Day, January 26.

Most great ancient civilizations, such as those found in Egypt or Syria, are finished. The people who live there now have little connection with the past. In comparison, Indian civilization is the oldest continuous civilization in the world except perhaps for the Chinese. Each generation adds more to the great achievements of the past, but the ancient framework is still there. It is important for us to know about the great thought, literature, art, and other accomplishments of India just as it is important for us to study the ancient cultures of Greece and Rome. It helps us to see how important ideas began and to understand man's place in his environment.

INDIA FACT SHEET

AREA: India is the seventh largest country in the world.
3,287,781 square kilometers

POSITION: latitude 8° 4' to 37° 6' north
longitude 68° 7' to 97° 25' east

LENGTH AND WIDTH: 3,214 kilometers north to south
2,933 kilometers east to west

POPULATION: 761,175,000 (1985)

POPULATION OF LARGEST CITIES: Bombay 8,227,332
Delhi 5,414,000
Calcutta 8,822,000
Madras 3,266,034

FLAG: Saffron, white and green horizontal bands with a blue
spoked wheel in the centre. Saffron symbolizes
courage and sacrifice; white, peace and truth; green,
faith and chivalry; and the spoked wheel, India's
ancient culture.

OFFICIAL LANGUAGES: Hindi and English

ETHNIC GROUPS: Indo-Aryan 72%
Dravidian 25%
Mongoloid 3%

RELIGIONS: Hindu 84%
Moslem 10%
Christian }
Sikh } 2%
Jain }
Buddhist }
Parsi }

LIFE EXPECTANCY: 54.5 years

EDUCATION: The government provides free, universal primary
education.

LITERACY: 36.17% Males 46.27% Females 24.81%

STATES: 22 States and nine Union Territories

PARLIAMENT: Consists of two houses,
The Rajya Sabha (council of states - 244 members)
Lok Sabha (house of the people - 544 members)

PRIME MINISTER: Rajiv Gandhi

CURRENCY: The Rupee 10.46 = \$1.00 U.S. 8.36 = \$1.00 Can.

PRINCIPAL CROPS: Rice, Sorghum, Millet, Maize, Wheat

NATURAL RESOURCES: Iron, Coal, Manganese, Mica, Bauxite,
Limestone

CLIMATE

Much of India lies in the tropics. The winters are seldom cold except in the northern highlands, but the summers are really hot, as hot as chili peppers which often flavour Indian food. The greatest heat comes in April and ends in June. After that relief comes with the monsoon -- winds from across the Indian ocean that bring lots of rain. Some tropical downpours last for days and weeks, changing streets into rivers and villages into lakes. The country steams and is very humid. This continues on and off for three months, during which most of the country receives 4/5ths of its total yearly rainfall. The farmers plant their crops at this time.

In different parts of India, the rainfall varies greatly. Some of the desert region gets hardly an inch of rain a year. In contrast, Assam, one of the world's wettest places, averages more than ten metres a year.

In late September after the monsoon, the weather begins to cool gradually until February when the cycle starts over again.



THE LAND

India is located in southern Asia. It is a large triangle of land that extends south from the continent of Asia into the Indian ocean.

Stretching over thirty degrees of latitude (from 37.6 to 8.4 degrees), India contains some of the highest mountains, most fertile plains, thickest forests and jungles, and driest deserts in the world.

In the north are the soaring rugged mountains called the Himalayas, which means "home of snow", because the snow never melts off these peaks. Some of these mountains are the highest in the world. Mount Everest is part of this range. Travelling through the mountains is only possible over a few very high passes. Even flying over them is dangerous.

South of the mountains is a plain. It is the largest continuous area of farm land in the world. Because a lot of food is grown here, it is known as "the bread basket of India". The Ganges river, so important to the people, is called "Mother Ganga". It flows east across this land. The Ganges is only 2500 kilometers (1560 miles) long yet more people (350 million) live in its basin than in the whole of the USA and Canada combined. The western section of the plain is dry and gradually becomes desert.

India's Deccan Plateau lies south of the plain. Here are flat-topped hills and rolling plains. This region is bordered by low mountains called the Eastern and Western Ghats. Ghats are steps or steep places.

The coastal areas of the south are very fertile and millions of people live here.

MAP OF INDIA



MAP OF INDIA

STATES



MAP OF INDIA

TOPOGRAPHY



CITIES

Indian cities are very different from each other. The contrasts between them are even greater than those between Vancouver and Montreal or San Francisco and Detroit.

In India even the languages in the cities are often different. Bengali is spoken in Calcutta while Tamil is the language of Madras. To travel from one large city to another is like going to a different country.



Just as the Eiffel Tower is the symbol for Paris, this modern bridge which spans the Hooghly River symbolizes the city of Calcutta.

Calcutta

CALCUTTA

Calcutta is India's largest city; more than 9 million people live in and around the city. Calcutta's population density is about 79,000 people per square mile. This is about the same as New York was before the people moved to the suburbs.

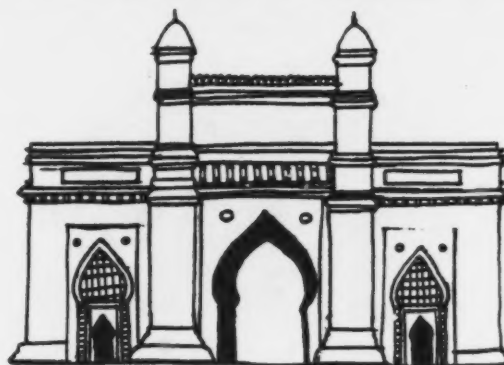
Perhaps you've heard Calcutta is the world's largest slum. But why is it a place where so many people want to be? It is not only the capital of West Bengal State but the cultural and commercial capital of India.

CITIES CONTINUED

Most offices in Calcutta open at 10 am but people have to get up early. The morning grocery shoppers are often men. They come everyday before going to work. The women stay home to get the children ready for school. Many people who live in Calcutta think India's other cities are dull. Here you can go to see a play any night of the week; most are sold out. Half of India's drama groups are in Calcutta. As well as traditional music and dance concerts, Western music -- classical and popular -- is played in the theaters, restaurants and clubs. There is also everything from flower and art shows to horse races.

To the people of Calcutta the streets are friendly. They are a big part of their lives. People eat, meet friends, and are entertained on the streets. To the many landless farmers who have come to the city for jobs, the streets offer (rent-free) homes which many people prefer to sweltering rooms.

CITIES CONTINUED



The Gateway to India was built in Bombay in 1911 for the visit of King George V. The British government ruled India from 1858 to 1947.

BOMBAY

Bombay is the country's biggest and busiest port. More than 8 million people live in this city the land for which is being reclaimed from the sea to make way for the millions of settlers who have come to Bombay from such places as Persia (Iran), Pakistan, Armenia, and China. Now every day 300-500 people come from all over India to make this the richest city in India. Bombayites are only a little more than 1% of India's population. They pay about one-third of all the income tax paid to the Indian government.

Most people can find housing but not homes. Bombay's main problem is housing. More than a third of the people here live in slums. But even in the slums you can see TV antennas or women wearing real gold jewellery. Despite their cramped quarters people still raise families, stay clean, and work toward a better future.

Nowadays, manufactured goods, such as textiles (fabrics) -- one-third of all produced in India -- plastic products, electrical and electronic equipment, that are produced in Bombay's factories, are shipped not only to other parts of India, but also to the Arabian Oil States, Iran, Europe, and the United States.

Bombay is the Hollywood of India. Most of India's movies are made here. Most people cannot afford television, but more than 10 million movie tickets are sold in India everyday. Much of the money made comes back to Bombay where the movies were created.

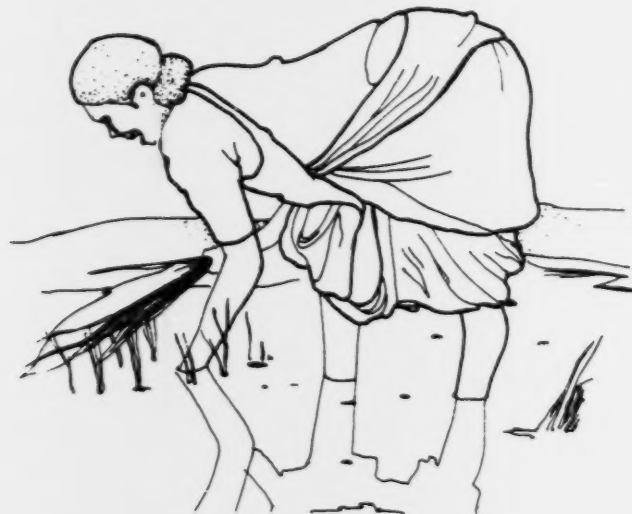
Bombay also has the Bhabha Atomic Research Centre, known as BARC. This is India's main centre for atomic research. BARC is the home of one of the largest nuclear reactors of its kind in the world. It was supplied by Canada.

AGRICULTURE

One of India's main goals is to provide enough food for its rapidly growing population even though the country has been a net exporter of food since the mid 1970's.

How has this happened? Much of the land that was used for subsistence farming to feed the people now grows export crops such as cotton, sugar cane, etc. for cash. While this has created more income for some farmers and landlords, many poor Indians do not receive the food they need in order to have good health.

Farmers in India are, therefore, not always able to meet the country's own food needs. In addition India's farmers face many problems. For instance, many of them depend on the rains the monsoon brings to provide the water for their crops. Sometimes these rains come too early or too late. Other times the moisture they bring is too little. When this happens the soil becomes so hard and dry that the farmers cannot grow crops. This sometimes results in famine because the people must rely on government aid which is insufficient to meet their needs.



A woman transplanting rice seedlings. Rice is planted just before the monsoon rains and is harvested about six months later.

AGRICULTURE CONTINUED

To avoid this problem, the Indian government is carrying out many irrigation projects. Some projects store river water for use during the dry season, and many areas now have deep wells that pump the water from far underground. However, it takes huge amounts of oil to run irrigation pumps, so more than half of India's farmland is not irrigated and millions of farmers still depend on the rains to water their crops.

Chemical factories have been built to make fertilizers which help increase crop yields. Also, the government has made high-quality seed available to farmers in all parts of India. Farmers who want to buy tools and machinery to try new farming methods can get government loans.

Because farmers are using more machinery for planting, harvesting and transporting grain, India's food situation is getting better.

However, thousands of Indians are leaving the farms and moving to the cities each year. On the farms the people could usually grow enough to feed themselves. Since they cannot find jobs in the cities they often cannot afford to buy the food they need.

Also, some of the food the farmer produces does not reach the people. Because there are not enough storage and transportation facilities, grain may rot or be destroyed by pests before it can be used.

RURAL LIFE

In Canada no matter where you live in the country, many things are similar. Houses in rural B.C. look the same as they do in the Manitoba or Nova Scotia countryside. People wear the same fashions no matter where you live in Canada and you can eat oranges or tomatoes at any time of the year, in any part of the country.

But in rural India -- climate and environment determine what your house will look like (be made of), what you wear and what you eat. Also the land owning system, education and religion determine what kind of life the people lead.

Let's visit three villages in very different parts of India.



A typical house on the coast of Kerala. The thatched roofs are made from the coconut palms (in the background) which abound along the Malabar coast.

KERALA

The first village we will visit is in Kerala in south-west India. Kerala is in the tropical part of India -- it is very hot here. There are many lovely beaches and palm trees.

Kerala has good soil and heavy rainfall which make it extremely fertile. About 1420 people live in each square mile. The houses are often one room made of mud or woven bamboo and the roofs are thatched with palm leaves.

RURAL LIFE CONTINUED

The people here eat mainly fish and rice. Coconut, in its many forms -- oil, milk, and the flesh--is used in making many dishes. Instead of on plates, food is often served on a banana leaf, which like our paper plates, is thrown away after a meal.

The women in Kerala, as in most of India, wear saris; they are usually made of cotton, and silk is reserved for special occasions. The men wear short dhotis and maybe a shirt, which has no collar.

Here in Kerala most of the people are Hindus but there are also many Christians, who are said to have arrived in 52 AD, Jews whose ancestors came to India almost 3000 years ago and Muslims whose families converted hundreds of years ago.

The people of Kerala are the best educated in India. Most children go to school now and many adults can read and write.

THE PUNJAB

Now let's go to North-Western India -- the Punjab -- which means the Land of Five Rivers.

Here, the village houses are more permanent -- they are often made of bricks or stone. The homes are built close together to protect the people against invading armies.

The land here is fertile and the farms are privately owned by the farmer himself. Many of the farms are mechanized and it is not uncommon to see a tractor here, unlike other parts of India. Irrigation is common. All of this adds up to the people having the highest (per capita) income in the country. Most of the villages here now have electricity.

Because this is a grain growing area -- people eat different types of flat bread called roti, parathas or nan. Dahl, a type of split-peas, cooked in a spicy sauce is also a popular food. People break off a piece of bread with their fingers and use it to eat their vegetables and meat curries. (Many of the punjabis are vegetarians and even if they aren't the people don't eat beef).

The people here are generally well educated and a large percentage go to school.

Many people in the Punjab are Sikhs. The Sikh religion is a combination of Islam and Hinduism. Sikh men are

RURAL LIFE CONTINUED

required by their religion, to not shave their beards or cut their hair. Most men here, whether they are sikhs or not, wear colourful turbans. The women wear trousers, sometimes very narrow and sometimes wide and then gathered at the ankle, called salivar. Over them is a long shirt called a kareez. The men wear something similar except the trousers are a different style.

BIHAR

Let's now travel east to the state of Bihar to visit our next village.

Most of the village houses are built of mud bricks dried in the sun.

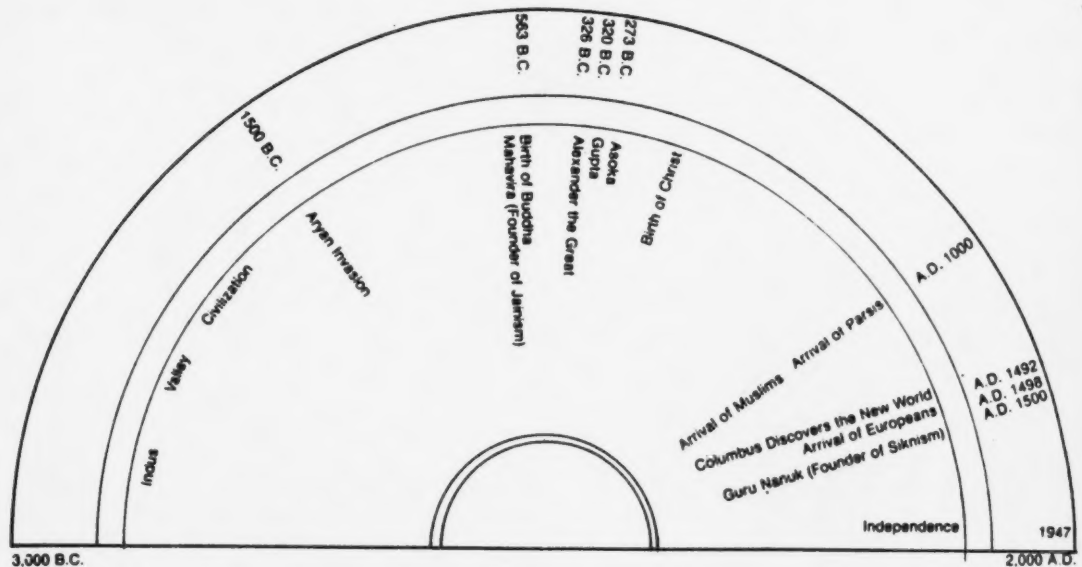
The climate here is very severe with hot summers, cold winters and a lot of rain, often causing flooding.

The farmers grow both rice and wheat. Much of the land is owned by wealthy landlords, who hire the landless farmers to work for them. Most of the farm profits go to the land owners. These hired famers are often in debt and are forced to borrow from the local money lenders who charge extremely high interest rates.

The average person here is a devout Hindu and the caste system is very rigid. Women don't take part in public activities and until a few years ago they were seldom seen on the streets.

A low percentage of the children go to school and the number of adults who can read and write is not high.

HISTORY



EARLY CIVILIZATION

Almost 5000 years ago a small, dark people lived in the forests and plains of the Indus River Valley in what is now Pakistan. These people built cities with paved roads and public baths. The language they spoke can be heard in southern India today.

THE ARYANS

The Aryans, who were wandering herdsmen from Central Europe, left their homes in search of better land to graze their sheep. In about 1500 BC they invaded the Indus valley and the original people whom the Aryans called Dravidians or "country people" moved southward.

The Aryans decided to settle down in India and they became farmers. Gradually small kingdoms began to appear. Each kingdom was ruled by a prince called a rajah. The Aryans brought new ideas into India but they also became more like those who already lived there.

ALEXANDER THE GREAT

In 326 BC a Greek king, Alexander the Great, brought his army into north-west India and after winning a few battles there, left because his tired men refused to go on. Although this invasion was brief it was important because it introduced Greek and Persian ideas to the Indian people.

THE MAURYAS

After Alexander left the Mauryas rose to power in North India. They spread their kingdom by conquering all the peoples of India except those of the southern tip.

HISTORY CONTINUED

ASHOKA

The last great Maurya emperor was Ashoka (273-232 BC). He began his rule as a very cruel man. He made war on his neighbours. Although he won the war, when he saw all the corpses on the battlefield he became filled with grief. He was so upset he promised never to make war again. He became interested in Buddhism and even became a Buddhist monk. He preached kindness, truthfulness and love of his neighbour. Later, he ordered that all this should be written on pillars which were set up throughout India. Many of these pillars are still standing today.

Ashoka spread Buddhism throughout India, but the Maurya empire fell apart soon after Ashoka's death. Buddhism changed and although it grew stronger in many parts of Asia, in India it almost disappeared.



The Lion Pillar of Ashoka. The Indian government adopted the lions for its official seal.

THE GUPTAS

For the next 600 years invaders swept over the Indian plains. They were either driven out or became Hindus. These invasions came to an end when the Gupta family united the kingdoms of the north and ruled for more than 200 years (320-550 AD).

GUPTA ACHIEVEMENTS

In the field of mathematics Arabic numerals were developed as well as the ideas of zero and infinity.

In medicine they learned to diagnose and treat many diseases. They set broken bones and performed plastic surgery. Also Indian doctors knew that cleanliness could prevent infection centuries before western doctors became aware of this. The Guptas encouraged the development of music, dance, and architecture.

HISTORY CONTINUED

THE MOGULS (MUSLIMS)

The Muslims in Arabia believed it was their duty to spread the word of their god, Allah. They came into India in the late 1300's lead by their prince Tamerlane. All those who did not accept Muslim beliefs were slain. Thousands of Indians were killed -- so many that the soldiers built pyramids of their victims skulls.

One of the most outstandingly beautiful buildings in the world, the Taj Mahal, was built by a Mogul emperor, Shah Jahan. He built it in memory of his wife of nineteen years. The Taj Mahal was begun in 1632. It took 22,000 men about twenty-two years to build. It is constructed of white marble and inlaid with semi-precious stones.



The Taj Mahal, built more than 300 years ago by a Mogul emperor is considered by some to be one of the wonders of the world.

HISTORY CONTINUED

BABAR

About a century after Tamerlane another Muslim prince, Babar, the Tiger, invaded India. Babar was related to Ghengis Khan -- a wild chieftain who was feared throughout Asia.

Babar's army was badly outnumbered by the Indians with their elephants, but Babar had a new weapon, gunpowder. His cannon bowled over the attacking troops and slaughtered the elephants.

Babar stayed in India to rule and his successors became known as Moguls.

However, not all moguls were brutal. India had one of its best periods under the Mogul Emperor, Akbar (1556-1605). He lived at the same time as Elizabeth I of England and received her nobles at court.

Before the Mogul rule ended they had influenced India in many ways.. Today about 80 million Indian people are Muslims, who belong to the faith the Moguls brought with them. They also created wonderful buildings and gardens that are still enjoyed today.

THE EUROPEANS

Through the centuries, travellers, like Marco Polo, brought back to Europe reports of a fabulously wealthy India. In searching for a route to India, Columbus discovered the Western hemisphere, some islands of which were called the Indies. A Portuguese explorer, Vasco da Gama, arrived at a port in India six years after Columbus's discovery. At this time, India's civilization was among the oldest and richest in the world.

The Portuguese, the Dutch, the French, and the British were all interested in trade with India. They all competed for the spices, cloth, and other goods so much in demand in Europe.

HISTORY CONTINUED



Queen Victoria of Britain became Empress of India in 1877.

THE BRITISH

The British set up trading posts along the coast of India. The three modern port cities of Bombay, Calcutta, and Madras started this way. Warehouses for the goods and forts to protect them were built at these sites. Houses for the workers were added and gradually the trading post became a town and then a city.

The East India Company, which represented the British traders, had an army of its own to protect its goods. The Indian soldiers in this army were called sepoys and they were led by British officers. By 1848 the company had all of India in its power. The British brought many new customs to India.

THE SEPOY REBELLION

(THE FIRST WAR OF INDEPENDENCE)

The Indian people felt the British were a threat to their lives and customs. In 1856 the British made a new law requiring the sepoys to serve overseas. One of the caste rules forbid crossing the open sea; to do so would mean loss of caste membership for the Indian soldiers. They thought the British were trying to force them to give up their religion and become Christians.

Then the British offended both the Hindus and the Muslims by giving them cartridges coated with animal fat. To touch these cartridges would have broken religious rules for both groups since pigs are considered dirty by Muslims, and cattle are sacred to Hindus. The sepoys rebelled, killing any of the British they could find, and captured many areas that had been under British rule. The company, aided by the British government, fought a long hard war before they regained control over India. The rebellion gave Britain an excuse for taking charge of India. In 1858 Queen Victoria of England became Empress of India. The British ruled until on August 15, 1947, when India became an independent country and a member of the Commonwealth of Nations.

HISTORY CONTINUED

BRITISH CONTRIBUTIONS TO INDIA

Great Britain ruled in India for almost 200 years. During that time the British brought many things to India, which have an effect even today.

1. An education system, which stressed Western ideas. It was because of this that the people learned about the ideals of freedom and democracy.
2. Because of the British, Indians have had a common language -- English. This has been a help to national unity.
3. Parliamentary Government was also a British heritage.

GOVERNMENT

Like Canada and the UK, India has a parliament, elected by the people. There is also a cabinet selected from members of parliament.

Instead of a monarch (queen or king) as in the UK or a Governor General as in Canada, India has a President who is the Head of State but who has little power. As in England and Canada the Prime Minister, who is head of the largest political party, is the real head of the government.

HARMFUL BRITISH POLICIES

However, not all British contact with India was good for India. When the British first arrived they plundered much of India's wealth, especially in Bengal. Perhaps more harmful though were certain British policies which promoted British rather than Indian interests. The British put tariffs on so that Indians could not sell their textiles in England even though the British wanted to buy them. Cheap textiles from England though were allowed into India where they forced the Indian weavers out of business.

HISTORY CONTINUED

GANDHI

On January 30, 1948, the Prime Minister of India Jawaharlal Nehru, in a broadcast to the nation, told the people of the assassination of Mahatma Gandhi. He said, "The light has gone out of our lives and there is darkness everywhere and I do not know what to tell you or how to say it. Our beloved leader, Bapu, as we call him, the father of our nation, is no more."

Over all the world mankind mourned. To the Indian people he was a saint, to the Western world he was an important symbol.

Without him the independent and free India of today would not exist or would have taken much longer to have come about.

Gandhi was born in 1869 into a traditional Hindu family. The word gandhi means "grocer" in Gujarati, Gandhi's first language, mother tongue.

As a young man, Gandhi went to London where he spent three years studying law. He returned to India, and two years later went to South Africa where he became interested in the problems of the many Indians in South Africa, who were discriminated against by the Europeans and the government. Gandhi worked for better working conditions and more rights for his countrymen.

Over the years Gandhi had gradually developed a simple faith. He believed it was wrong to harm any living creature.

When Gandhi returned to India he became interested in his country getting its independence from Britain. He preached a message of non-violence and love, but urged people to disobey some un-just British laws and to refuse to cooperate with British authorities. Whether Gandhi was visiting the Queen of England or walking about the Indian countryside, he always wore a simple homespun dhoti.

Gandhi was often put in jail for disobeying. Once the government jailed 60,000 of his followers along with him.

Eventually Gandhi had so many followers that there were not enough police to arrest them all. Britain finally realized India had to be given its independence. Gandhi lived to see India free, but less than a year later he was murdered. Gandhi's birthday, October 2, is now a national holiday in India.



RELIGIONS

HINDUISM

Hinduism, the main religion of India, began to develop more than 3,000 years ago.

Today, India is one of the most religious countries in the world. Eight out of every 10 Indians are Hindus. Their religion gives them not only rules for the way they pray, but for their daily lives: when to bathe, how to brush their teeth, and what and with whom to eat.

Hinduism is a wide variety of religious beliefs which gradually became part of the Hindu faith. The main idea Hindus share is that there are many roads to reach God, and all of these may be equally right. The Hindus believe in a supreme creator called Brahma. There are also many other gods, for examples, Vishnu and Siva, who have wives and children.



The Hindu god Siva, the creator and destroyer of all things. Siva's four arms symbolize his creative forces while his destructive forces are symbolized by the wheel of fire which surrounds him.

Hindus have no religious leaders. There is no pope or archbishop. There is not even a top Brahmin (priest). One Brahmin is as good as any other.

The priests do not dress in richly decorated clothes. A priest dresses like anybody else.

Also in the Hindu religion, there is no regular Sunday church service as we find in Christianity. People come to the temple anytime during the day. They say a prayer and ring a bell above their head. Some give money to a priest to say a prayer for them; then they go away.

RELIGION CONTINUED

REINCARNATION

Hindus believe in reincarnation which means rebirth. They believe each person has not one but many lifetimes; after death, people are reborn in either higher or lower forms.

If a person wants to be reborn into a higher form he or she must carry out all the duties of their caste (social order). A Hindu who had faithfully done all that was expected of him or her would be reborn into a higher form. A dhobi: (washerman) could become a merchant in his next life. Whereas a priest may end up being a beggar if he did not do his religious duties.

CASTE

Every Hindu is born into a certain caste, which they remain a member of all of their lives. This system probably began when the tall fair-skinned Aryans conquered the smaller, darker Dravidians, to whom they gave a lower position. Today Indians have skin of every shade, and it is impossible to tell what caste a person belongs to because of the shade of his or her skin.

Caste divides all people into groups according to birth and occupation.

At the top are the Brahmins or priestly caste -- today these people may be lawyers, teachers, or even cooks. Next came the rulers and warriors, and then the merchants and farmers. The fourth caste was made up of workers. As society became more complicated and people learned more skills, the castes divided into sub-castes.

Below these castes are the "outcastes" known as untouchables who did the jobs no one else was willing to do.

Over the centuries caste rules became more rigid. People could marry only within their caste, and could only have social relations within their caste. Also rules were laid down for eating and drinking. A person could not accept food from a member of a lower caste. Worst of all, the untouchables led a different life, they could not draw water from the well, visit the temple, or even live near other people.

In recent years India has done a lot to correct the evils of the caste system. It is now forbidden, by law, to treat people as untouchables. Those people who suffered from it in the past are now given special privileges.

The caste system is a dying institution in modern India, especially in the cities, but there is one aspect of the system that will probably remain in India for along time to come. It is in the area of marriage. Although there is some intermarriage between castes among upper class, well educated, young people, the large majority of marriages now are still arranged among young people of the same sub-caste.



Guru Nanak, the founder of the Sikh religion.

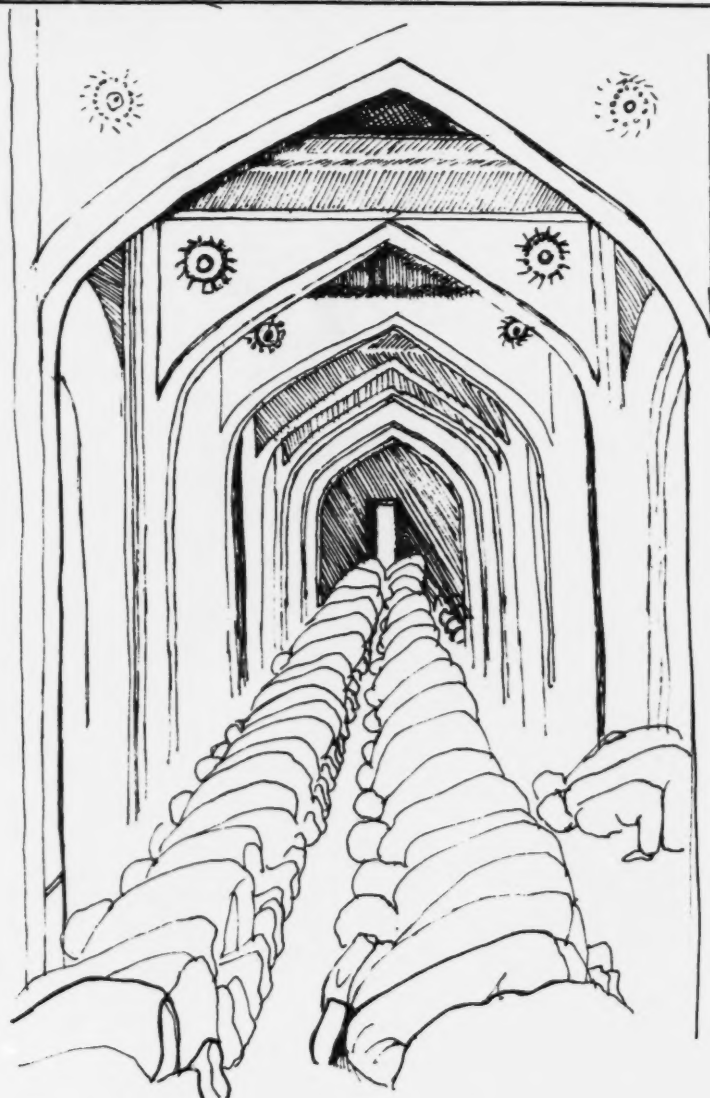
SIKHS

Another important religious group is India's 14 million Sikhs. The Sikh religion was formed by Guru (which means teacher) Nanak in the 1400's. A Sikh man will never cut his hair or beard. His hair is tied up under a turban. All Sikh men wear a special bracelet on their wrists and they carry a small knife as a symbol that they were once famous fighters. Today Sikhs provide a large number of the troops of the Indian army. They are also skilled farmers in their province in northern India -- the Punjab.

The main Sikh temple was built in Amritsar about 220 years ago. It is called the Golden Temple. Anyone is free to enter as long as they take off their shoes and wear a hat.

The Sikhs are well-known for their generous hospitality. At their Golden Temple, the Sikhs' main place of worship, in Amritsar, they provide sleeping rooms for 150 people, which are very clean and open to all at no cost. They also provide 5000 vegetarian meals a day, every day -- year after year. This is made possible by gifts of food and the voluntary help of many of their members. You will never see a Sikh beggar.

RELIGION CONTINUED



Moslem men praying at the mosque. Although Friday is their holy day, devout Moslems pray five times each day.

ISLAM

Hinduism often absorbed some of the teachings of many other religions. But there was one religion Hinduism did not adapt to -- the faith of Islam. About 1000 AD Muslim traders brought the faith to India. They were followed by Muslim armies which eventually conquered much of India.

Muslims follow the faith of Islam. They believe in one god -- Allah and that Mohammed is his prophet. Muslims pray five times a day, bowing down facing Mecca in Saudia Arabia, their spiritual capital. They also believe it is important to give alms to the poor and to fast between sunrise and sunset for one month of the year. Many Muslims make a pilgrimage to Mecca a least once in their lives.

India has the second largest Islamic population in the world.

RELIGION CONTINUED

BUDDHISTS

Buddhism was founded by a young prince called Gautama, who gave up wealth, pleasure and family to look for the truth. Everyday he sat in thought and prayer. After many years he found enlightenment and became Buddha, meaning "Man who is Enlightened". The rest of his life he spent teaching his disciples to control personal desires and have compassion for others, to be pure in their actions and thoughts and not to deny or indulge themselves too much. Buddha had great influence over the Indian people and at one time there were many Buddhists, but these beliefs gradually became part of the Hindu religion as well and most of the people returned to Hinduism. However, Buddhism spread throughout the East and is now the chief religion in many countries.



A statue of the Buddah. His hands are in the teaching mudra (position).

RELIGION CONTINUED

CHRISTIANS

Although Hindus and Muslims together make up almost 95 per cent of the country's population there are still many millions of Indians of other religions. The most numerous of these are the Christians. The Apostle Thomas came to India in the first century A.D. It is known there were Christian churches in India 1500 years ago. Much later, Catholic and Protestant missionaries made new converts and started, schools, colleges, and hospitals in India.

PARSIS

The Parsis who are followers of Zoroaster are another important religious group in India. The first of them migrated from Persia more than a thousand years ago. Many of them are skilled traders, bankers, and business men. They are well known for giving a lot of money to support hospitals, schools, and other charities.

JAINS

Jains are a sect of Hinduism. They respect all forms of life. They do not kill animals for food and sometimes they even wear masks over their mouths to keep from killing small insects when they breathe.

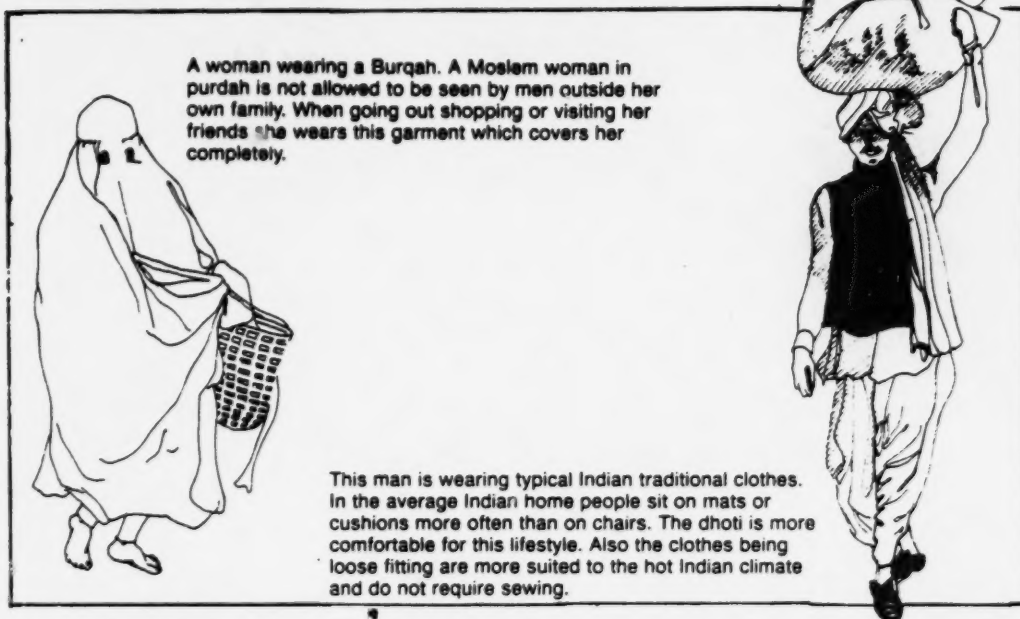
DRESS

One thing you would notice if you visited India is the variety of clothes the people wear.

Most women in India wear saris. A sari is a piece of fabric 5 or 6 meters long; usually cotton or silk, but polyester is becoming more fashionable. The material is wound around the figure so that it makes a skirt and an upper garment. A special blouse (choli) and a long slip are worn under the sari. Women in different regions of India or in different castes drape their saris in different ways.

In northern India many women wear a long shirt over full trousers.

In the cities many men wear western dress but others, especially in rural areas, wear a dhoti, a piece of cotton cloth, often white, which is wound around the waist and looks like a pair of baggy trousers.



Over the dhoti some wear a collarless shirt and perhaps a vest. Some men wear turbans on their heads. Young boys in India usually wear shortsleeved shirts and a pair of shorts. Girls wear blouses and full skirts or special small saris.

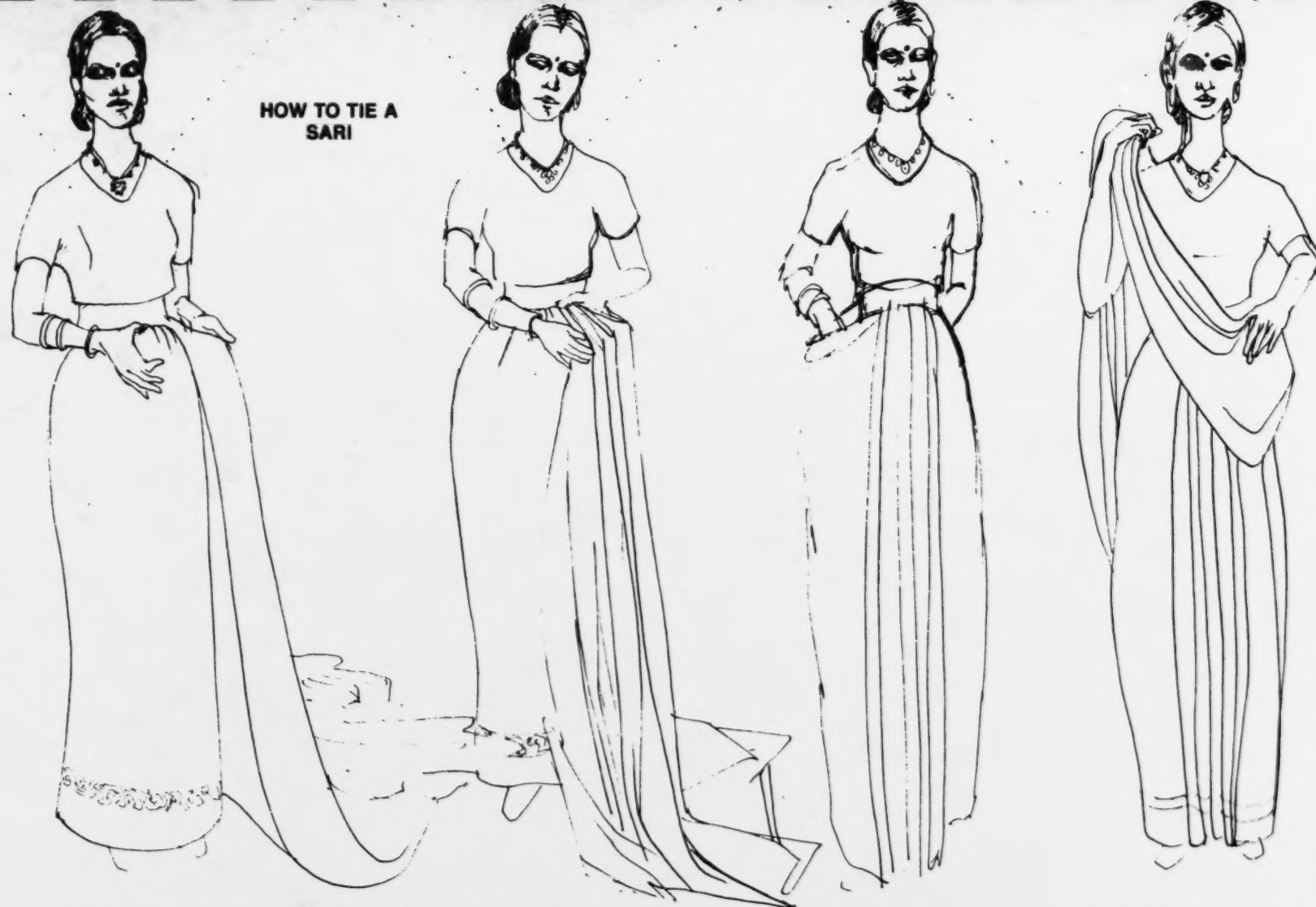
Families often use what (few) savings they have to buy gold or silver, which sometimes is made into thread then woven into the women's silk saris, or the money is invested in gold jewellery, bangles, earrings, necklaces, nose or toe rings -- usually 18-24 carat. These can be sold if the family needs the money.

DRESS CONTINUED

Although most of India is usually hot, in the north-western mountains, woolens, skins, and furs are necessary for a good part of the year. Kashmir is world famous for the quality of wool it produces. It combines warmth and light weight. Here it is known as cashmere.

In the cities (in middle-class households), young Hindus lead a double life. When a young man is out with his friends he wears a T-shirt and deliberately faded, frayed jeans. When he gets home he changes into a loose, white shirt and baggy, white trousers. The girl's mask of lipstick and mascara is quickly changed as soon as she gets home. Her low cut choli (short sleeved blouse) and her hipster sari are replaced by a white cotton sari.

HOW TO TIE A SARI



Place the end of piece of cloth (3-5 metres long) on your right hip. Tuck the end into the waist band of your slip or tights. Wrap the fabric around your body once.

Make 7-10 wide folds: form pleats. Tuck them into your waistband from right to left across your waist.

Take the remaining cloth in your left hand and pass it behind your back to your right hand.

At the front, the fabric should slant to cover half the pleats. Pass the end of the material over your left shoulder and allow it to drape gracefully.

FOOD

As in most countries of the world, the people of India eat a type of starch, the staple food -- which is 70-80% of their diet plus a stew containing vegetables and sometimes protein: meat, fish, eggs, or chicken depending on their religion, caste, or income.

Examples of world starches are potatoes, bread, pasta, porridge, rice, etc. In India -- the staple foods are rice, and different types of flat breads made from wheat or millet -- this makes up 70-80% of the average person's diet.



Women grinding the flour to make chapatis for the evening meal.

Muslims eat beef but not pork; Hindus are often vegetarians but even if they aren't they don't eat beef, because they consider the cow sacred, but they may eat mutton, goat, chicken, fish, or eggs depending on their caste rules. But often the amount of money people make decides what they will eat.

Meat is often too expensive for most people's budgets. To provide protein dahl is used -- it looks like thick pea soup.

FOOD CONTINUED

The temperatures in India are often very high and food spoils quickly. In the West we often use chemical preservatives, but in India spices have been used for hundreds of years to keep foods from spoiling and to give them more flavor. What we know as Currypowder is made up of many different herbs and spices. Some of these are:

- Coriander - seeds or leaves are used in almost every Indian dish. They are supposed to have a cooling affect.
- Cardamom - seeds are strong and sweet and are used in desserts and meat dishes.
- Turmeric - a bright yellow spice used in almost everything - it helps preserve food.
- Chilies - are whole, green, dry, red or powdered. They are what gives Indian food its hot flavour.
- Cloves - are the same as they are here.
- Ginger - a root considered good for digestion. Many people like it not only in food but, in candied form after dinner.
- Saffron - an expensive spice - several thousand flowers are needed to make a 1/2 kilo.



The paan seller makes many varieties of paan. He is giving his customer some extra cardamom seeds.

Almost every home in India has a large grinding stone. The spices are dried in the sun and then ground fresh every day on the stone. Each dish uses a different combination of spices, the recipes of which have been passed down through the ages from mother to daughter for centuries. Instead of oil, food is fried in ghee-- a clarified butter.

FOOD CONTINUED

Food is usually eaten with the fingers, like we eat fried chicken or hamburgers. People usually sit around a low table on mats to eat.

Drinks include tea, which is the most popular; lassi -- a type of liquid yoghurt, usually sweetened or salted; fresh lime sodas or coconut milk, a transparent water that fills young coconuts.

After the meal paan, which means leaf, is a favourite refreshment. Paan is a breath freshener and an aid to digestion. It is chewed and is about as popular as gum is here. You can buy it for about 2 cents. It's made of the leaf of a betel plant filled with a mixture of betel nut, lime and spices. The triangular envelope is held together with a clove.

FOOD CONTINUED

OUR 30 TON DIET

How much food will you eat in your lifetime? This is the intriguing question which the makers of "THE BODY", a major film about the human body, decided to ask. After weeks of research the medical team advising the film makers came up with the staggering figure of 30 tons. They also found out that people able to indulge their appetites can tuck away up to 100,000 pounds of food and drink in a basic 50 years. To illustrate the enormous diet of people in Western countries, the makers of "THE BODY" assembled all the food an average Briton is likely to consume in an average lifetime. To do it, they had to rent an aircraft hanger! For two days a stream of trucks unloaded their massive cargoes of meat, fish, vegetables, fruit, processed food, sauces, spices and drink.

The lifetime diet comprised:

Milk	12,896 pts	Potatoes	7,800 lbs
Cheese	505 lbs	Fresh Greens	1,872 lbs
Meat		Other Veg.	2,980 lbs
(carcase)	6,183 lbs	Frest Fruit	3,427 lbs
Sausages	2,600 (actual)	Canned Fruits	1,186 lbs
Fish	931 lbs	Bread	6,270 lbs
Eggs	11,700 (actual)	Tea	423 lbs
Butter		Coffee (instant)	50 lbs
Margarine	1,886 lbs	(real)	16 lbs
Lard		Cocoa	34 lbs
Sugar	3,200 lbs	Canned Soups	500 lbs
Preserves		Salt	154 lbs
Ice Cream	145 lbs	Pickles/Sauces	200 lbs
Biscuits	930 lbs	Cakes/Pastries	900 lbs
Flour	1,000 lbs	Bread/Cereals	470 lbs
Oatmeal	120 lbs	Rice	100 lbs

As a stark contrast they also calculated and filmed the lifetime diet of an average Asian. It amounted to about 12 tons in a lifetime (18 tons less than the average Briton's diet) and consisted of:

Rice	7 tons	Milk	2,460 pts
Pulses	2,280 lbs	Meat, Fish, Eggs	573 lbs
Vegetables	4,590 lbs	Fruit, Nuts	245 lbs
Sugar	807 lbs	Ghee & Oils	590 lbs

LANGUAGE

Communication is perhaps more complicated in India than in any other country in the world. There are 14 official languages. (Consider the problems Canada has with 2 official languages). In India 180 languages have been counted. 150 of them, though, have only small groups of speakers. Also, there are 544 dialects of these languages.

Having this many languages presents difficulties in mass communications (newspapers, magazines, radio and TV) education, and government as well as many other aspects of life.

India needs a "link" language -- one the majority of people know so they can speak to each other. In the past English was this language but after Independence it was felt that a link language should be one of the Indian languages and not one from outside. The central government decreed Hindi, spoken by the people of the north, should be that language. About 50% of the people now speak Hindi but people from the south do not agree with the Hindi decision. Hindi is very different from their own language and they feel people from the north have a much better chance of getting government jobs where Hindi is necessary. Many of these languages not only sound different but they have a different way of writing, as do English and Arabic.

Here is an example of two Indian Languages:

بچیل کے اس پار

URDU

बच्चों का जन्म दिन

HINDI

EDUCATION

PRIMARY

If you were a small child in India chances are you wouldn't go to kindergarten or day care, as many Canadian children do, but would stay home with your mother until you were six or seven. Then you would probably go to a primary school. Almost all boys and about three-quarters of the girls go to primary schools. Children study subjects similar to those Canadian children study only they are taught in the student's mother tongue. If you were from Madras and your family spoke Tamil, even though you lived in Bombay or Calcutta, you could still learn your school subjects in your language (Tamil). Many children drop out of school early or it is necessary for them to repeat a grade. One of the reasons for this is that many of the families are poor and the children have to help out. Overcrowded classrooms, not enough equipment and textbooks, and undertrained teachers are also responsible for the small percentage of children finishing school.



A village school boy writing his lesson in Hindi on his slate.

If you went to an Indian school you would probably learn some craft such as pottery, weaving, gardening, carpentry, or leatherwork. In Canada, these crafts are often taught for the students' interest. In India they have real economic value, often providing students with a valuable way to earn money after they leave school.

EDUCATION CONTINUED

SECONDARY

Only one quarter of the young people aged fourteen to eighteen years go to secondary school. In some of the schools students can learn modern farming methods or skills to work in factories.

HIGHER EDUCATION

University education was once the privilege of the children of the wealthy. But since independence, almost every secondary school student hopes to go to university. Instead of Literature, History, and Music they once studied, students are now often studying Engineering, Agriculture, and Business Administration.

ADULT EDUCATION

Also, the government has put a great deal of effort into teaching older people. Classes are often held in the villages to teach the farmers how to read and write.

India's leaders believe the recent changes in education will help prepare its citizens to solve their country's many problems.

HEALTH

One of the reasons India's population is growing so rapidly is better health care. Malaria used to kill more than a million people every year. Now that diseases like malaria, as well as smallpox and tuberculosis have been controlled, Indians live longer than their parents did. A few years ago Indians could expect to live for about forty years. Today the average lifetime is nearer fifty years, compared to the average life span of 75 years in Canada. Before better health care an Indian couple may have had seven children, only three of whom lived. Now all of their children are likely to grow up, marry and have children of their own.



Many of India's doctors are women. Here a doctor visits the home of a sick child. The child's mother shows that she has taken precautions by drawing a good luck symbol on the wall. The number of sons in the family is shown by the handprints on the wall.

Even so, many people suffer from illnesses because of the lack of nourishing food. Many people are weak and unhealthy because of their poor diet. The level of health in rice-eating regions is often lower than in wheat-eating areas. Sometimes whole villages suffer from beriberi because there is not enough Vitamin B in the boiled, white rice that makes up most of their diets. Also in regions where fruit and vegetables are not available many people get scurvy.

HEALTH CONTINUED

In an additional effort to improve health the government sends advisors to the villages to explain how to stop polluting the water supply. Villagers may use the same source of water for all their needs.

Also the government gives money to help educate doctors and nurses, build hospitals and clinics and sponsor medical research. Education programs have been started to tell the people about the need for birth control.

Today, the people of India have a better opportunity than ever before to live healthier, longer lives.

INDUSTRY

Before 1947, the only important industries in India were jute, cotton textiles, tea, coffee, and rubber plantations, a few engineering shops and some mining. Most manufactured goods were imported.

Now India makes most of the goods it needs. It also makes the machines needed by its important industries -- cotton textiles, jute, sugar, chemicals, paper, and cement. Manufactures range from aircraft, ships, cars, steam, diesel and electric locomotives, heavy electrical machinery, construction equipment, trucks, and tractors.

India now produces refrigerators, household appliances, TV sets, electronic calculators, and stereo equipment, some of which are exported to other countries.

India figures in the top world bracket for a number of industrial products.

<u>Position in World</u>	<u>Production</u>	
	<u>Product</u>	<u>Amount</u>
1st	cotton yarn	(2.2 billion lbs 1 billion kilos)
2nd	motor-scooters	2,000,000
5th	coal	104.7 million tons
6th	sugar	
8th	rayon & acetate (filament)	
9th	pig iron	
	manganese	
10th	fertilizers	
	soda ash	

Industrial progress has been made more difficult because of the huge bill India must pay for petroleum products:

1971-72	- \$255 million	
1973-74	- \$700 million	
1978-79	- \$2.5 billion	
1980-81	- \$6.25 billion	(70% of its total import earnings)

INDUSTRY CONTINUED

India's energy crisis has partly been solved by switching to coal, by conservation and by oil exploration, both on-shore and off-shore.

In 1980 India was producing 13 million tons of oil each year or nearly 45% of all the oil it needs.

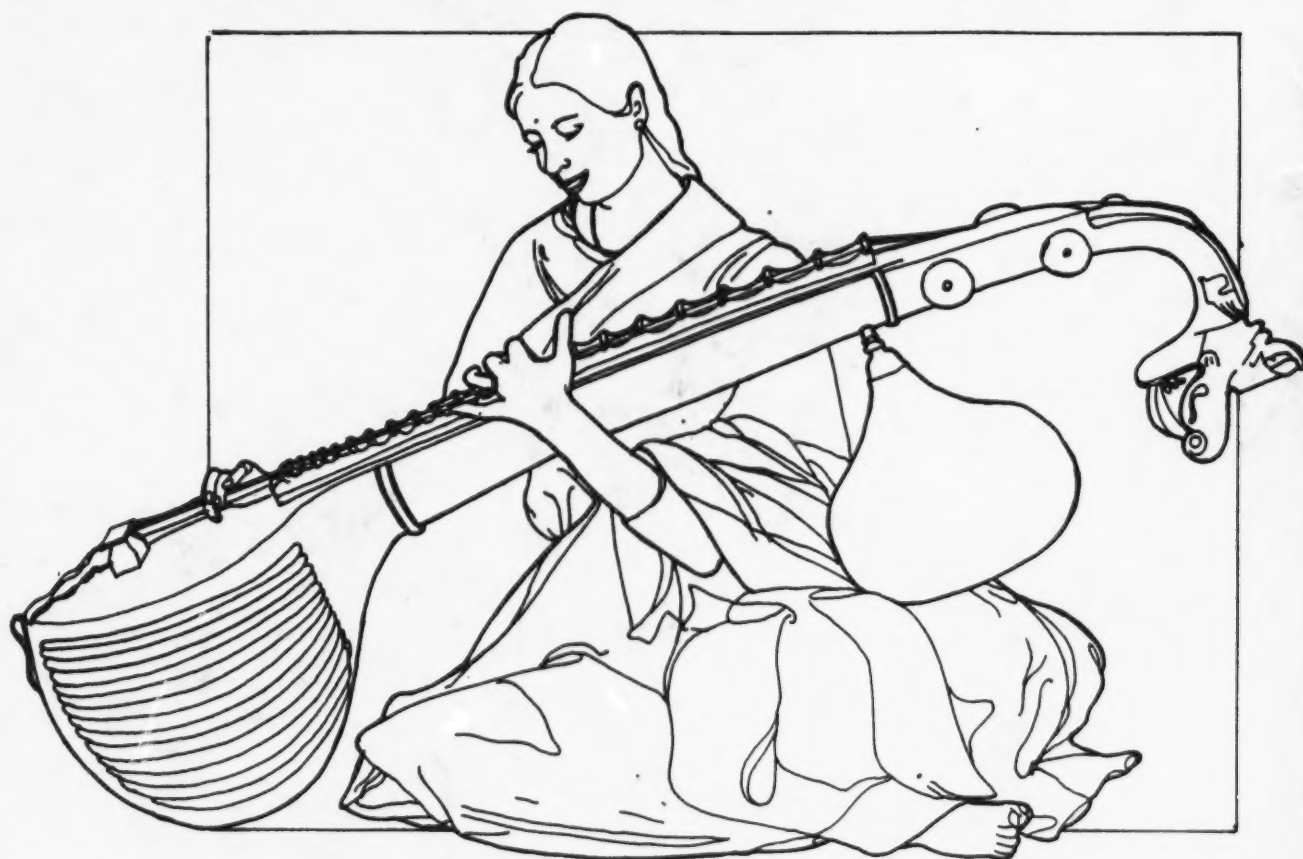
India's present electric power output is about the 5th largest in the world and includes -- thermal power
hydro-electric
nuclear energy

About 45% of India's villages now have electricity. In some states 95% have electrical power, allowing irrigation pumps to be installed and thus increasing farm production in these communities.

THE ARTS

Until recently, the arts in India have been closely related to religion, (whether music, drama, dance, painting, sculpture, architecture or literature).

In Hindu mythology the god Siva¹ is supposed to have given the world the seven notes of the musical scale as he performed the dance of creation. From that time the arts have been thought of as "the language of the gods".



DRAMA

Dancing, music and drama are the three arts that in India often belong together. Traditionally, plays are acted in dance with a musical accompaniment. The subjects of these performances often include the romances of the gods and heroes or the struggles between the gods and demons.

DANCE

The Kathakali is an example of this art form. It is danced only by men who train for eight years before they can perform in public. The dancers dress in bright costumes and wear colourful, heavy makeup when they act out the stories.

THE ARTS CONTINUED

MUSIC

The classical music of India sounds very different from most of the music you hear in our country. One of the instruments the musicians play is the sitar, which looks somewhat like a guitar. You may have heard of Ravi Shankar, who played with the Beatles and is perhaps the best known sitar player. The sitar is often accompanied by drums called tabla.

Mass communications such as radio, T.V., stereo records and cassettes, which are so familiar to Canadian students are gradually becoming part of daily life in India. Because of this, western style music has become very popular especially in the cities.

ART

Religion has also played an important part in painting. Huge murals showing Buddhist life around the time of Christ were found in caves.

By the 1400's artists were using paper, and Persian style painting called miniatures became important. Even today they are world famous.

ARCHITECTURE

Much of India's important architecture is found in the Muslim mosques and the Hindu temples. Though the Muslim religion forbids sculpture in the mosques, many of the walls of the Hindu temples are covered with sculpture of gods, people and animals.

Much of the modern architecture in India is in the form of concrete and glass buildings similar to what you see in your city.

LITERATURE

As far back as 1200 years ago India had books. They were made of palm leaves that were cut in long narrow strips. One or two holes were punched in each leaf, (as is done with your loose-leaf notebook). Then the leaves were threaded on cords. These first manuscripts were copied by hand just as the first European books were. These ancient books were written in Sanskrit which is a language distantly related to English. India is a land of many languages -- about 180 of them. However, literature is written in only about 14 of these of which English is one of the most important.

CRAFTS

There are many different kinds of crafts -- old and new found throughout India.

One important craft is jewellery making.

Women often wear a lot of jewellery and of some of them it may be said,

"With rings on her fingers and bells on her toes
She shall make music wherever she goes".



Richly decorated with the family jewels this woman is wearing earrings, a nose ring, necklaces, bracelets, rings, anklets and toe rings. Also her costume is elaborately embroidered with small mirrors.

Earrings may be worn by men as well as women and small girls. The nose is sometimes decorated with either a ring or a stud in one nostril. There are many varieties of necklaces; bangles are worn both above and below the elbow; legs are decorated with anklets and rings are worn on both toes and fingers. Much less jewellery is worn nowadays though except on special occasions such as weddings.

CRAFTS CONTINUED

Often the family savings are invested in jewellery, mainly gold, worn by the women.

Many people in Indian villages spin thread and weave cloth by hand. Some of the most beautiful saris of cotton and silk are hand-woven and hand-printed.

Other craftsmen make bowls, vases, cups, and trays, from brass, and still others carve beautiful objects from ivory.

The Indian government helps craftsmen in many ways. It helps them buy materials and equipment, and hires workers to help them improve their skills. Crafts provide jobs for many people especially those in the rural areas. There is not enough farm work for the villagers year round. Without the crafts they would live very poorly. Craftsmen also supply many of the items India's people would not have until more factories are built.

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SLIDE-TAPE SCRIPT

- SLIDE 1 This is the Gateway to India. Let's go through and take a look at this exciting, diverse, ancient yet modern land.
- SLIDE 2 India is the home of one of the world's great civilizations. It is a huge country -- the seventh largest in the world. It takes about four hours to fly from the tip of southern India to Kashmir in the north (about the same as from Vancouver to Toronto). Flying across from Bombay to Calcutta takes about two and a half hours. It has a vast number of people too -- more than 700 million.
- SLIDE 3 The land varies a great deal in India. In the extreme north is part of the Himalayan mountain range known as the "roof top of the world".
- SLIDE 4 These people are from Kashmir, a beautiful place high in the Himalayan mountains in India. It gets very cold here in the winter. These people are fair-skinned and are often quite tall.
- SLIDE 5 This is the Great Indian Desert in the northwestern part of India. Here the temperature often reaches 48 degrees Celsius (118 degrees F).
(One of the desert's main problems is overpopulation. There is an average of 48 people per square kilometre, which is 15 times what most deserts support.)
- SLIDE 6 Camels are important animals here. They help with the farming; their dung is used for building and fuel. They provide milk and meat products and their hides are used for leather goods. Camel farms are being developed by the government to restock and maintain the camel herds.
- SLIDE 7 This is the same desert area we saw before, only irrigation has transformed it into a place where crops and trees can be grown.
- SLIDE 8 These are Rajasthani people who live in this desert area. These people have become used to the difficult desert conditions. Notice the red and yellow colours of the women's saris. They have a distinctive style different from other parts of India.

- SLIDE 9 The central part of India is known as the Deccan Plateau. Here there are many flat-topped hills and rolling plains. The soils here are thin, so the villagers terrace their fields, shown in the foreground. This keeps the precious soil from washing away in heavy rains.
(This is where most of India's coal is mined.)
- SLIDE 10 India has a very long coastline but, unfortunately, it is very regular, so there are few good harbours. This is the beach at Madras, India's fourth largest city, and one of the most important ports of the south.
(You will see a few people swimming here but only close to the shore. It's not the waves that put them off -- it's the sharks.)
- SLIDE 11 South India is very tropical. These trees lining the river are coconut palms. The coconut fruit is used many ways in cooking. A type of palm wine is made from it; houses and boats are built from its logs and mats and umbrellas are made from its fronds.
- SLIDE 12 This woman and her baby are from the south. Here the people often have darker skin tones and are short and slight in build.
(It is widely believed in India that the southerners are descendants of the original inhabitants of India.)
- SLIDE 13 The real life of India lies in its villages. About 70% of the population live in them. Most of India's 550,000 villages are small, with an average of about 100 families each. Most villages have a small group of huts and a short main street like the one shown here.
(Few people travel more than a few miles from their home village during their lives.)
- SLIDE 14 The well is an important part of village life. Most villages depend on the well for their water supply.
(It's women's work to get water from the well. It is a good time to trade news and gossip.)
- SLIDE 15 India's railway system is the largest in Asia and the fourth largest in the world. Each day an average of seven million people ride the trains. Trains in India have two classes. Most people travel in the second class in very crowded compartments.
(There is also an air-conditioned class and ladies can travel in separate compartments if they want to. India stopped making steam locomotives in 1972. Electric or diesel locomotives are being manufactured now.)

- SLIDE 16 Train stations are almost like villages where people camp out waiting for their trains, sometimes for days.
- SLIDE 17 New Delhi is the capital of India. It was built in the days of British rule in the nineteenth century. It has very wide avenues with large government buildings set well back from the road.
- SLIDE 18 India's cherished cows earn their keep by providing milk and milk products throughout India. When they go dry they often wander at will or sleep away their day. Nobody bothers them and they get their food from devout Hindus. Another of the cow's important products -- dung -- is mixed with straw and dried for fuel.
- SLIDE 19 Although there are many cars and taxis in the cities of India, a popular way of getting about is by cycle rickshaw, shown here. It is cheaper to travel this way because the driver does not have to pay the expensive price for gas.
- SLIDE 20 Most people in the cities live in apartments. These modern buildings are for middle income families.
- SLIDE 21 Some buildings may be more than hundreds of years old. The apartments are passed down from generation to generation and are still being used today.
- SLIDE 22 As is the case in many developing countries, there are poor people who are forced to leave the countryside and find work in the cities. Every day 300 to 500 people move into Bombay, India's second largest city. Many find work, but many are unable to find suitable housing and are forced to live on the streets.
- SLIDE 23 Many of India's some 700 million people are enthusiastic movie-goers. They make up the world's largest movie audience. Film makers turn out hundreds of action-packed movies each year. Movies cost as little as 15 cents and allow villagers and city dwellers alike to escape into worlds of adventure and romance.
- SLIDE 24 In all Indian towns and cities, shopkeeping is a major occupation. A merchant may be someone who sells a single item in a street stall, as these young men are doing selling mangoes.

- SLIDE 25 Or they may sell a variety of things. Even the most ordinary Indian meal has many vegetables and spices. Shopping for them is complicated. It involves going to different merchants, such as this one, and bargaining for what you want.
- SLIDE 26 Here we have a typical street scene in a small city in India. This is Benares, also known as Varanasi. The city is important because it is on the Ganges, a river sacred to the Hindus. More than 80% of the population believe in the Hindu religion. All Hindus try to come here at least once in their lives.
- SLIDE 27 Benares was built on high ground, but along the length of the river, steps have been built to let the worshippers descend. Hindus, who must bathe before their daily prayers, have set up these landings known as ghats. There are about thirty important ones.
- SLIDE 28 As dawn appears, the ghats are covered with people going to bathe and wash away their sins. They often sit for hours under the large, straw umbrellas facing the sun. Some fill jars with holy river water to take home with them. The water is said to keep fresh for a year.
- SLIDE 29 Many women, especially widows and older women, make the pilgrimage to Benares. These women are having their ritual bathe in the Ganges. Besides its religious value, a pilgrimage in India is something of a holiday.
- SLIDE 30 This is an evening ceremony on the Ganges.
- SLIDE 31 The Hindu temple is a house and the owner of the house is a god. Most well-to-do Indian homes have an entrance hall, a courtyard, a place for receiving guests and private quarters. The Hindu temple has all these things.
- SLIDE 32 These men are Sadhus -- wandering Hindu holy men. Some smear themselves with ashes, such as the one on the right, as part of a ritual to purify themselves. Thousands of holy men wander homeless throughout India. They all carry a begging bowl because they live on whatever food or money the people care to give them.
(Many Hindus find it difficult to believe that Christian missionaries, who enjoy such luxuries as shoes and houses and regular meals, can be genuine holy men.)

- SLIDE 33 Hinduism has a wide and varied folklore with many stories of gods and goddesses. Dewali, the festival of lights, is held at the new moon of October or November. It is in honour of Lakshmi, goddess of wealth, beauty and patroness of shopkeepers. The people ask for her aid in the coming year by decorating their houses and shrines such as this one, with many lights.
- SLIDE 34 In much of India there are few machines on the farms. The cattle help the farmer with his work. Because the bullocks work hard all year, there is a festival called Pola to honour them. At this time the animals are decorated and given a holiday.
- SLIDE 35 Although Indian men don't always marry the "girl next door", most do marry a girl of the same sub-caste (social level) -- one who has similar beliefs and customs to theirs. Although parents choose mates for their children and there are very few "love matches", still the divorce rate is one of the lowest in the world.
- SLIDE 36 Tea is one of India's most important export crops. Tea grows on bushes which are grown on plantations. The leaves are collected by pickers in huge baskets they carry of their backs. Indians drink a lot of tea. Even though it is served with hot milk, it keeps them cool and quenches their thirst.
- SLIDE 37 This girl is weaving cotton cloth. India has one of the largest cotton textile industries in the world. They make all the cloth for the saris and dhotis and other clothes the people wear. Plus they have millions of metres to sell to other countries. Perhaps you have something made of cotton from India.
- SLIDE 38 Fishing is another important occupation. There are more than a million commercial fishermen in India. Fish and fish preparations are valued exports.
- SLIDE 39 Separate areas along the riverside are kept for the washermen, called dhobis in India. Most people don't have automatic washers and dryers, so in India there are many people whose occupation is to wash the clothes. (They spread them out in the sun to dry. The sun is a natural bleach.)

- SLIDE 40 This man is selling traditional herbal remedies to cure disease. Since the earliest of times Indians have used herbs and roots to cure themselves.
- SLIDE 41 This is an example of the local corner drugstore, such as we have here. India is able to make most of its own drugs and medicines, unlike many other countries in the world today.
- SLIDE 42 This is a maternity ward in one of India's 15,000 hospitals. Fifty percent of India's population is under fourteen years old.
- SLIDE 43 These are young school children. The government provides free education for children between the ages of six to fourteen. Parents pay only for textbooks and clothes. Subjects are taught in the students' mother tongue. (Let's listen to the children sing a song you may recognize.)
- SLIDE 44 Books are an important industry in India. They are written in many of India's more than 100 languages on almost any subject.
- SLIDE 45 This woman represents a new generation of Indians. They are in the universities of India and the world -- any place they can learn to make steel or computers or plastics or look for oil or manage businesses to make the money their country needs for development.
- SLIDE 46 We must never forget that India is both the largest democracy in the world and the home of one of the oldest and greatest civilizations.

SUGGESTIONS FOR THE TEACHER

WHY STUDY INDIA?

Make a list on the board of all the things the students associate with the word "India". This should dispel the notion that they are going to study American Indians as opposed to the nation, "India". Save a copy of the list to review after the unit on India has been completed to see how conceptions have changed.

To discover what students know about India ask the following questions:

1. Which continent is India located on?
2. What is the climate like...cold, warm, etc.?
3. What is the capital of India?
4. Name other large cities in India.
5. Name a famous building or monument in India.
6. Name a famous Indian person either from the past or present.
7. Is the government a dictatorship or a democracy?
8. Name two types of food grown in India.

Ask students to make up a list of questions to find out what they want to know about India. This can be done in groups or individually. Other students should be given the opportunity of answering the questions. The teacher should make sure the questions are answered during the course of the study.

Have students bring any pictures they can find on India from magazines or books and discuss them.

SUGGESTIONS FOR THE TEACHER

CLIMATE

1. Have the students make a graph. On the board draw a time-line.

Jan.-----June-----Dec.

On the top they mark off the seasons in their country and on the bottom they mark off 3 seasons in India using such words as dry, cool, hot, and rainy.

2. Have students form groups -- each group chooses a time of year. They describe the weather in their own country at this time, then discuss what weather would be like in India during the same time. What would be their favourite time of year in India? Why?
3. Ask how the monsoon might affect an Indian family. What might the worst extremes be? How might it affect
 - . agriculture;
 - . daily life;
 - . transportation?

Class Discussion: If you were an Indian would you look forward to the monsoon?

Compare these temperatures with the average temperatures of Canadian cities.

<u>City</u>	<u>Lowest</u>	<u>Highest</u>
Bombay	19°	28° - 32° May
Calcutta	12°	36° April
Delhi	12°	32° - 34° June

SUGGESTIONS FOR THE TEACHER

THE LAND

Activities:

1. Pass out a blank world map -- have the students colour in the country where they live and India -- put in the lines of latitude -- compare India's location, size and population, with their country.
2. On a blank map of India have students fill in:
 1. The Himalayas
 2. The Thar Desert
 3. Five major cities
 4. The Deccan
 5. The Eastern and Western Ghats
 6. The Ganges
 7. The coastal plains
 8. The Delta of the Ganges
3. Have students mount their maps on stiff cardboard and then cut them out to make a jigsaw puzzle.
4. Have students measure distances between places in India. By using the map scale they can calculate how many kilometers apart places are. They can then measure the distances between places in Canada, comparing them with the distances in India.
5. Have students find a recent magazine or newspaper article about India. Have them look up where it took place on a map of India. Ask if the story took place because of the location and if so why.

Discussion:

1. Why do you think the most important cities are located where they are?
2. Find the Himalayan Mountain Range on a map of India. How do you think the Himalayas affect India's flow of rivers and temperatures?
3. Do you think the people of India or the people of Canada are more affected by their geography? Why?

SUGGESTIONS FOR THE TEACHER

THE LAND

Map Quiz

1. The Ganges River mainly flows
 - a) South to North
 - b) West to East
 - c) North to South
 - d) East to West
2. The city of Calcutta is shown by the number
 - a) 4
 - b) 3
 - c) 6
 - d) 3
3. The Himalayan mountains are shown by the number
 - a) 1
 - b) 2
 - c) 7
 - d) 9
4. The capital city of India, New Delhi, is shown by the number
 - a) 5
 - b) 4
 - c) 8
 - d) 6
5. The number 2 shows
 - a) The Deccan
 - b) The Thar Desert
 - c) The Himalayas
 - d) The Ganges Delta
6. Bombay and Madras are important seaports. They are shown by the numbers
 - a) 3 & 6
 - b) 4 & 6
 - c) 3 & 4
 - d) 4 & 8
7. If you wanted to travel from the Himalayas to Madras you would travel
 - a) North
 - b) South
 - c) East
 - d) West
8. The most important river in India is
 - a) The Ganges
 - b) The Ghats
 - c) The Mahanadu
 - d) The Godawari

MAP QUIZ



SUGGESTIONS FOR THE TEACHER

CITIES

Student Research

Have each student select one of the following cities to learn more about and write a report to give to the class. They should be prepared to answer questions.

1. Delhi (Old or New)
2. Madras
3. Varanasi (Benares)
4. Bangalore
5. Jaipur
6. Srinigar

Select two Indian cities from those you have studied and find three ways they are similar and three ways they are different.

Try to find pictures of India's cities and bring them to class.

Discussion

1. Name some important ways in which Indian and Canadian cities are alike. In what ways are they different?
2. Why are so many of India's people moving to the cities?
3. If you lived in India would you prefer to live in a city or a village? Why?
4. Which of India's cities would you prefer to live in? Why?

SUGGESTIONS FOR THE TEACHER

AGRICULTURE

Research

1. Choose one agricultural product grown or raised in India and write a report on it.

Eg: . tea
 . cotton
 . silk
 . camels
2. What agricultural products do both Canada and India produce?
3. Name five things India is doing to improve its agriculture.
4. Have a debate or discussion on the topic: A farmer is more important than a doctor in India.

SUGGESTIONS FOR THE TEACHER

RURAL LIFE

	Kerala	Punjab	Bihar
Place in India			
Housing			
Food			
Clothes			
Education			
Crops			
Type of farms			
Language			
Main religions			

Students may like to try drawing the homes in one of these three different regions.

SUGGESTIONS FOR THE TEACHER

HISTORY

Multiple Choice Quiz

Directions

Select the answer which best completes the sentence or answers the question:

1. The earliest civilization in India was located in
 - a) the south.
 - b) the Ganges River Valley.
 - c) the valley of the Indus River.
 - d) the Deccan.
2. Which statement about the earliest Indian civilization is not true?
 - a) They had cities.
 - b) They were Buddhists.
 - c) They had paved roads.
 - d) They spoke a Dravidian language.
3. The Aryans
 - a) came to India from Ceylon
 - b) were conquered by Indian herdsmen.
 - c) conquered the Dravidians and settled in India.
 - d) came to India in 5000 BC.
4. Alexander the Great's invasion of India is important because
 - a) it brought new ways of thinking to India.
 - b) it brought the Moslem religion.
 - c) it introduced farming to the Aryans.
 - d) it was the beginning of trading companies.
5. Ashoka is remembered as a great ruler because
 - a) he was a kind and truthful leader.
 - b) he introduced Hinduism.
 - c) he fought Alexander the Great and won.
 - d) all of the above.
6. Which of these achievements were accomplished when the Guptas ruled India?
 - a) Roman numerals
 - b) the ideas of infinity and zero
 - c) the Taj Mahal
 - d) all of the above
7. Which of these rulers were Moguls?
 - a) Tamerlane
 - b) Shah Jahan
 - c) Babar
 - d) all of the above

HISTORY

SUGGESTIONS FOR THE TEACHER

GOVERNMENT

Research Assignment (perhaps done in groups)

Two Democracies

India

Canada

1. Age of Written History
2. Age of Independent Government
3. Population
4. National Capital
5. Symbolic Head of Government
6. Real Head of Government
7. Number of States or Provinces
8. Number of Territories
9. Does it have a written constitution?
10. What is the political party in power?

SUGGESTIONS FOR THE TEACHER

GANDHI

Questions

1. What will Gandhi be mainly remembered for?
2. What lesson can we learn from Gandhi's story?
3. How are Gandhi's ideas of passive resistance being used in Europe and North America today?
4. What are the advantages of passive resistance? Disadvantages?
5. What goals today might be realized by nonviolent resistance?

Activities

1. Look for newspaper or magazine articles about how Gandhi's methods are being put in use today.
2. Students could see the movie Gandhi either individually or as a class. Individual students could give reports on the movie or it could be discussed as a class.

If the movie is being seen as a class it should be pretaught and there should be follow-up activities.

3. More advanced students could read Gandhi, A Biography by Louis Fisher. They could write a book report or tell the class about the book.

SUGGESTIONS FOR THE TEACHER

RELIGIONS

Vocabulary

Match the words in Column A with the correct meaning in Column B.

Column A

1. caste
2. reincarnation
3. Allah
4. Brahma
5. Guru
6. Untouchables
7. Jains
8. Mohammed
9. Zoroaster
10. The Golden Temple

Column B

- a. The prophet who started the faith of Islam.
- b. They believe all forms of life are sacred.
- c. The name Moslems give their god.
- e. The Sikhs' most important place of worship.
- f. One of the main gods of the Hindu religion.
- g. The belief that people return to some form of life after death.
- h. The system which divides the Indian people into groups according to birth.
- i. Teacher
- j. The people within the caste system who were required to do the lowest jobs.

SUGGESTIONS FOR THE TEACHER

RELIGIONS

Draw this chart on the board or make a transparency of it. Students either working in groups or as individuals can fill it in putting the dates in chronological order.

<u>DATE</u>	<u>RELIGION</u>	<u>IMPORTANT PROPHET OR GOD</u>	<u>AN IMPORTANT BELIEF</u>
1. _____	_____	_____	_____ _____
2. _____	_____	_____	_____ _____
3. _____	_____	_____	_____ _____
4. _____	_____	_____	_____ _____
5. _____	_____	_____	_____ _____
6. _____	_____	_____	_____ _____
7. _____	_____	_____	_____ _____

SUGGESTIONS FOR THE TEACHER

DRESS

Questions

1. What types of fabrics do the people in India usually wear?
2. What new fabrics can their clothes be made of?
3. Do you think synthetic fabrics will replace natural fabrics? If this happened how would it affect Indian farmers?

Activities

1. Bring to school a piece of fabric about three and a half meters long. A thin cotton, silk or synthetic would be best. Practice tying a sari.
 1. Is it easy to move around in?
 2. Would you like to wear a sari everyday?
 3. Do you think it would be cool in hot weather?
2. Dress dolls in Indian clothing.

eg: sari: a long Indian silk scarf
slip and blouse: white cotton
dhoti: a rectangle of white cotton
shirt: white cotton
vest: a colourful remnant

SUGGESTIONS FOR THE TEACHER

FOOD

Questions

1. What foods do you usually eat for breakfast? Lunch? Dinner?
2. What foods do you think the children of India eat for these meals?
3. What are some of the ways we store or preserve food that is eaten later? How do you think food is stored in India?
4. Many Canadian families shop for food once a week. Do you think families in India do the same? Why?
5. Have you tried any new foods this year? What? Did you like them the first time?
6. If you invited two Indian friends -- a Moslem and a Hindu (not a vegetarian) -- to your home for dinner what could you serve that both of them could eat and not interfere with their religious laws about food?

Activities

1. Make a list of the different kinds of fruit you think the children of India eat. Remember what the climate of India is like.
2. Go to a supermarket or a grocery store that specializes in Indian foods. Make a list of some of the processed foods you find there that are eaten in India. Have you tried any of them? What are they made of?

<u>Foods</u>	<u>Ingredients</u>
1. _____	_____

2. _____	_____

3. _____	_____

4. _____	_____

5. _____	_____

SUGGESTIONS FOR THE TEACHER

3. What herbs and spices do your mother or father use in their cooking? See if you can find some of the herbs and spices used in Indian cooking and bring them to school. Try crushing them to see how wonderful they smell. Here are some examples:
 1. ginger
 2. garlic
 3. cardamom
 4. cumin
 5. coriander
 6. cinnamon
 7. chilies (be careful)
 8. black pepper
 9. cloves
 10. fenugreekTry a blindfold test to see if you can tell one from the other from the smell.
4. Bring to class samples of different kinds of tea, (eg. Darjeeling, Orange Pekoe, Earl Grey, Jasmine). Make a pot of each for members of the class to sample. Can you taste the differences among them?
5. Try making an Indian dish. You will find recipes in many cook books. Here is a recipe for chapatis, an Indian flat bread. It is very good on its own brushed with melted butter. Most often it is used in northern India instead of a fork or spoon to eat other foods such as dahl or curry.

Chapatis (makes two dozen)

2 1/4 cups whole wheat flour
1 tsp salt
1 1/4 cups water
1/4 cup melted butter

1. Mix salt and flour.
2. Add water and make a dough.
3. Knead the dough for five or ten minutes until it is elastic.
4. Cover and let dough rest for 10 or 20 minutes.
5. Divide into 24 sections.
6. Form dough into round buns.
7. Flatten to 1/4 inch circles.
8. Place on lightly floured board.
9. Roll into thin rounds.

Caution: Do not press hard with the rolling pin so that the air is not forced out of the chapatis. Do not stack the chapatis together; they will stick together.

10. Heat griddle or cast iron frying pan over a medium hot stove.
 11. Cook chapatis for about one minute until a little brown.
 12. Brush with melted butter. They can be reheated.
6. Have an Indian Tea Party with chapatis and some Indian tea. Don't forget tea in India is served with lots of milk and sugar.

SUGGESTIONS FOR THE TEACHER

LANGUAGE

1. Have the students brainstorm a list of problems the people of India may have because there are so many different languages.
2. Have the students think of the problems the Indian government has because of the language differences.
3. Have the students role-play a discussion between a student from Madras who speaks Tamil and a student from New Delhi who speaks Hindi. The student from New Delhi thinks Hindi should be the national language. The student from Madras does not agree. Preparation could include a discussion about the English/French problem in Canada.

EDUCATION

Questions

1. How do you think the schooling in India is the same as in Canada? How is it different?
2. What are the most serious problems for children going to schools in India?
3. In India children are usually taught crafts in school. Why is this important?
4. Although the Indian government is doing a great deal to educate the people, many can not read or write. What problems do you think these people have in everyday life?

HEALTH

Make a list of some of the things an Indian government health worker might tell the villagers to do to improve their health.

Think about: . causes of diseases
 . nutrition
 . hygiene

SUGGESTIONS FOR THE TEACHER

INDUSTRY

1. Discuss the differences between primary and secondary industry.
2. Which of the following are primary and which are secondary industries?
 - . Nuclear Energy
 - . Fertilizers
 - . Cotton
 - . Cotton Textiles
 - . Steel
 - . Rubber
 - . Tea
 - . Pharmaceuticals (Drugs)
 - . Construction Equipment
 - . Coal
 - . Motor Scooters
3. Discuss how each industry benefits the development of the country.
4. Choose which three industries most help the development of the country. Why do you think so?

SUGGESTIONS FOR THE TEACHER

THE ARTS

Questions

1. Name a popular type of classical dance in Canadian culture.
2. Have you ever been to a performance or seen a performance of this on T.V.?
3. Were the dancers telling a story?
4. Are the costumes traditional such as they are in Indian classical dance?

Quiz

Write in the words "true" or "false" beside each of the following statements.

- _____ 1. In both ballet and in Indian classical dance, music, drama and dance go together.
- _____ 2. Both ballet and the Kathakali tell stories mainly about the gods.
- _____ 3. Both forms of dance need many years of training.
- _____ 4. The people of India listen only to classical sitar music.
- _____ 5. Early Indian paintings were found on the walls of caves.
- _____ 6. Modern architecture in India and in Canada is similar.
- _____ 7. The language you speak and the ancient Indian language of Sanskrit belong to the same language family.
- _____ 8. Muslim mosques do not have sculpture or paintings of people or animals.

Questions

1. Name some of the crafts the people of Canada do.
2. Do you do any crafts? Which ones?
3. Which crafts do the people of India do?
4. Which crafts do you think would be the most useful to the people of India? Why?

SUGGESTIONS FOR THE TEACHER

USING WHAT YOU HAVE LEARNED

PLANNING TRIPS TO INDIA AND IN INDIA

Introductory Questions

1. How many of you have taken a trip on a plane?
2. Where did you go?
3. How long did the trip take?

Looking at a map of the world students decide how far it is from their home to India.

In groups students plan a trip to India or a trip within India. They may need to do some research to answer some of these questions.

A Trip to India

1. What route would you take to get to India?
2. What city would you arrive in?
3. Why did you choose that city?
4. Show your route on a map of the world.
5. What airlines might you travel on?
6. How long do you think the journey might take?
7. How much luggage can you take with you?
8. What documents do you have to take with you?
9. What time of year would you go to India? Why?
10. What would you take in your luggage? Why?
11. List some of the things you can do to prepare yourself for the trip.
12. After you reach the city of your destination write a postcard to your friends or family telling about your journey and/or the city you are staying in. Draw a picture of something you find interesting in India on the other side of the postcard.

The teacher should go over skills involved in writing a postcard.

SUGGESTIONS FOR THE TEACHER

USING WHAT YOU HAVE LEARNED

A Trip in India

1. Decide where in India you would start your journey and then decide where you want to go.
2. Why do you want to go there?
3. What would you see? Eg: villages, vegetation, cities, geographical features, farms, crops.
4. Decide what type of transportation you would use.
 - . Airplane
 - . Train
 - . Boat
 - . Bus
5. How long would the trip take?
6. Show your route on a map of India.
7. What time of year would you take the trip?
8. What would the weather be like?
9. What would you eat and drink along the way?
10. How would the other passengers be dressed?
11. What would you see along the way?
12. Write a letter to a friend or your family telling them about your trip. The letters could be written individually or as a group effort.

When finished the assignment, each group could be questioned by the rest of the class about their trip or the group could give a report to the rest of the class.

Letters and post cards could be displayed on the class bulletin board.

SUGGESTIONS FOR THE TEACHER

USING WHAT YOU HAVE LEARNED

Match the word in Column A with the definition in Column B.

- | | |
|------------------|---|
| 1. reincarnation | a. One of India's largest cities. |
| 2. Sikh | b. India's main official language. |
| 3. caste | c. The soul enters a new body when the old one dies. |
| 4. Islam | d. Common traditional clothing for men. |
| 5. Ganges | e. A religion which combines Hinduism and Islam ; the men wear turbans and bangles. |
| 6. dhoti | f. Fabric or cloth. |
| 7. monsoon | g. The class into which a Hindu is born and which decides much of his way of life. |
| 8. Madras | h. India's holy river. |
| 9. textiles | i. A wind which usually arrives in June and brings the rains. |
| 10. Hindi | j. A religion founded by Mohammed and practised by 10% of Indian people. |

Conclusion

1. Now students have finished studying India ask them once again to name all the words they associate with India. Have the class compare this list with the first one that was made. What items have been added? Which have been eliminated?
2. Ask students if one of their friends was going to visit India and wanted to know more about the country what are the three most important things they would tell them about it?